

Kentucky's Urban University

Woodrow M. Strickler





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Address Delivered at the 1971 Kentucky Dinner
of the Newcomen Society in North America
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This address, dealing with the history and service of the University of Louisville, was delivered at the "1971 Kentucky Dinner Meeting" of the Newcomen Society in North America, held at the Pendennis Club, Louisville, Kentucky, when Dr. Woodrow M. Strickler was the guest of honor and speaker on September 30, 1971.

Mr. Henry Heuser, President of Henry Vogt Machine Co. and President of the University of Louisville Board of Overseers, introduced the guest of honor and speaker. The dinner was presided over by Mr. William H. Kendall, President of Louisville and Nashville Railroad and member of the University of Louisville Board of Trustees.

A pre-dinner reception in honor of Dr. Strickler was given by Mr. Innes W. Dobbins, Jr., Chairman of the Board, Liberty National Bank & Trust Company; Mr. John H. Hardwick, Chairman of the Board, The Louisville Trust Company; Mr. Maurice D. S. Johnson, Chairman of the Board, Citizens Fidelity Bank & Trust Company; Mr. Samuel H. Klein, President, Bank of Louisville; and Mr. Hugh M. Shwab, Chairman of the Board, First National Bank of Louisville.

My fellow members of Newcomen:

Recognition by The Newcomen Society in North America is a signal honor for the University of Louisville. An institution, cited by this distinguished society for significant contributions to the great sweep of material history, can only accept this recognition with great pride and humility. The honor bestowed upon the University of Louisville this evening reflects the vision and the efforts of many people who made up the institution and those who created the community in which it has flourished for 173 years. I feel deeply privileged to appear here this evening to tell the University's story.

One of the early acts of the Kentucky General Assembly was to establish a state system of higher education. To accomplish this, our pioneer forefathers set aside tracts of public lands to support seminaries in the various counties of Kentucky. These seminaries were envisioned as institutions more nearly like our colleges—institutions which would be fed by other, high school-like institutions called academies. The propounders of this plan accepted the Jeffersonian view that an educated citizenry would be the keystone of democracy in our young nation.

One of the early seminaries established by the Kentucky Legislature was Jefferson Seminary—the forerunner of the University of Louisville, founded in 1798. Today, 173 years after the establishment of Jefferson Seminary, the University of Louisville is again recognized as an institution in Kentucky's system of public higher education. In many respects the story of the University, and its evolution reflects the development of higher education in the United States.

The decision of the Kentucky Legislature to support higher education through its system of seminaries was at least partially in response to an early controversy in the new nation. A number of the founding fathers, including George Washington, favored the establishment of a federal university which would not only make higher education the responsibility of the national government, but would also assure uniformity of standards. But another point of view—and the view which prevailed in Kentucky—was that higher education is the proper concern for the individual states. Our knowledge of this early debate and its resolution gives insight into the reasons for the forms which federal aid to higher education was to take when it was provided later. Again, this year, federal aid—but aid directly to the institutions—has been under consideration in the present Congress. In the United States today public higher education is still a state responsibility.

In Kentucky the seminary system never really worked—despite the fact that Jefferson Seminary did finally open in 1816. Its first principal was Professor Mann Butler who has been described as a lover of books, a wanderer, a pioneer, a Jeffersonian, a teacher and editor. Three main reasons stand out to explain why the pioneer idealism of the 1798 General Assembly did not result in a viable system of public higher education. They are money, pragmatism and priorities. It appears that the proceeds from 6,000 acres of frontier real estate was never sufficient to support a college, even though the Jefferson Seminary trustees in 1798 were also authorized to raise a fund of \$5,000 by a lottery to endow the new school. In pragmatic terms the denominational schools in the state were able to do a better job of educating students and supporting educational programs than were the underfunded state seminaries. Finally, many people in Kentucky came to question the wisdom of placing the state's educational effort at the college level when many citizens were still illiterate. As one historian has described it, Kentucky had attempted to build the house of education by starting with the ridgepole. It was this last determination which was to seal the fate of Jefferson Seminary.

In 1829 the Louisville City Council petitioned the Legislature "for a portion of the funds and lands belonging to the Jefferson Seminary, and the fines and forfeitures accruing within this city, for the use and benefit of the public school of this city." This decision on the part of the City of Louisville, to take responsibility for its own public education, was to have far reaching effects upon the University. In 1837 James Guthrie introduced an ordinance before the City Council providing for the establishment of the Collegiate Institute of Louisville and, in 1844, the city formally received a building and two and a half acre lot on the west side of Eighth Street between Liberty and Walnut as its share of the Jefferson Seminary property. The status of the University of Louisville at this time was somewhat confused. There was a strong feeling for public schools of universal education and citizen control. But there was also a vision in Louisville of a great university. It would not be until the next century that the city would have both.

Guthrie's 1837 ordinance called for an institution with seven departments of advanced studies. In the same year the Louisville Medical Institute became a municipal institution with the understanding that if a university charter should ever be obtained, the Medical Institute would be conveyed to the trustees with the consent of the Mayor and Council.

By 1845 the Collegiate Institute was financially troubled and the city fathers wanted to apply income from the successful

Medical Institute to help the college to pay its way. A bitter controversy on this point seemed ended when the University of Louisville was chartered by the General Assembly in 1846. The new university was to have "all the departments of a university, for the promotion of every branch of science, literature and liberal arts." Departments of law and medicine were established along with an academic department. But the charter still did not make provision for the ongoing support of the academic department. The charter did, however, provide for the sale of the old seminary lot and for the use of the proceeds of that to build a building for the academic department.

A provision of the original charter of the University stated that the fees of one department could not be used for the support of other departments. This was probably the greatest single impediment to the orderly development of the University. In one sense this can be viewed as an invasion by the Legislature and popular sentiment on the prerogatives of sound educational management. But, I personally believe that this tremendous obstacle caused the development of the University of Louisville in a way that was truly indigenous to this community. Kentuckians of the 19th Century were tough and pragmatic and believed that any man could pull himself up by his own bootstraps. This is the way the University grew—realistically and independently.

While both the medical and law departments of the University prospered, the unfunded academic department became bogged down in public controversy.

The trustees of the University suggested that the city endow the academic department with \$100,000 in stock in the Louisville and Frankfort Railroad. The City Council countered with a proposal that the academic department of the University should be absorbed into the city school system, which was already tax supported. The battle became heated, and when the city fathers petitioned the General Assembly for a new charter for the City of Louisville, it had in it a provision for a general school board to be elected by popular vote and officially designated as "The Trustees of the University of Louisville, The Female High School and The Public Schools of Louisville." The new city charter was adopted in 1851, but the Legislature provided that the University could not be transferred to the new board until its constitutionality had been passed upon by the courts. In 1854 the courts held in favor of the University as an independent institution. But the academic department remained unfunded.

In 1855 the trustees of the University turned over rent free to the school board its academic department building, which had

been built with the Jefferson Seminary money. The resulting operation had a confused status and in 1859 agitation was begun which was to sever even this nominal connection with the University. In 1860 the Legislature recognized this institution as Male High School and gave it a college rating and independent degree granting power. Male High School granted B.A., B.S. and M.A. degrees until 1913. It is against this background of frustration in developing a liberal arts curriculum that one can understand the peculiar structure of the University of Louisville and its special strength and dedication in the field of professional education.

The departments of medicine and law, established in the 1846 charter, met the test of pragmatism and continued to prosper through the remainder of the 19th Century. The medical school attracted professors of great stature to its faculty, and its degree was accorded great respect in the profession. The School of Law drew heavily on the gifted and able Bar of the Louisville community for its faculty. As late as 1860 only six of the 21 law schools in the U.S. conferring law degrees required 2 years of study. U. of L. was one of these.

One other significant thread of development in American higher education which touched upon the development of the University of Louisville is that of the role of proprietary schools. It was not uncommon, especially in the area of education for the professions in the 19th Century, for an individual to gather around him a faculty of practitioners to open a school without affiliation of any kind with a university. Often the training in these schools was excellent, but more often it was of inferior quality. In 1900 there were seven proprietary medical schools in Louisville in competition with the University's School of Medicine. The threat they posed was met by a series of mergers of these independent schools with the School of Medicine.

By the first decade of this century some of the patterns of higher education in Kentucky were beginning to emerge. In 1862 the Congress passed a national law of tremendous importance to higher education. This was, of course, the Morrill Act, which set up our nation's system of land grant colleges. In Kentucky, the land grant institution was the college which was to become the University of Kentucky. In 1886 Kentucky State College was designated as the Negro land grant school in the state. By 1906 the General Assembly established Eastern and Western State Normal Schools, which are now known as Eastern and Western Kentucky State Universities. A decade or so later, the Legislature established the institutions now known as Murray and Morehead State Universities. In Louisville and Jefferson County, how-

ever, higher education was strictly a local, not a state, responsibility. It took a tremendous jolt to the civic pride of Louisville before the University of Louisville could begin to become a great university.

That jolt came in the form of the Flexner Report on medical education. The Flexner Report is another instance in which a nationally significant development in American higher education was to have specific impact upon the University of Louisville. The great threats of the proliferation of proprietary medical schools were a threat to academic quality, and a danger that more and more quacks would be allowed to practice medicine. The report by Abraham Flexner, a native Louisvillian, for the Carnegie Commission pointed out the sad state of medical education across America. The Flexner Report was highly critical of the School of Medicine—critical of low entrance requirements, large class sizes, inadequate laboratory facilities and lack of financial support.

All across this nation educational institutions of dubious reputation closed or were abandoned by their students in the wake of the Flexner Report. The University of Louisville was saved from a similar fate when the City Council, in 1911, set aside \$25,000 as a first annual appropriation to its university. Finally, almost 75 years later, James Guthrie's vision of a great university at Louisville achieved viability: the city and its university had finally come together. The estrangement had been long and sometimes bitter, but the reconciliation has been permanent and sweet.

The decade following the reconciliation of the city and the University was more than remarkable; it was amazing. In 1911 the general library was established and a dramatic club formed in the newly revived academic department, and technical courses were offered for the first time. In 1914 a cooperative agreement was made with the city's normal school to provide a bachelor's degree after two years of normal school and two years at the University, central administrative offices were established, and for the first time the office of the University of Louisville was not the place of business of its trustee chairman and, most important of all, the University assumed responsibility for medical services at the new city hospital for teaching purposes.

In 1915 the University was elected to membership in the Association of Colleges and Secondary Schools of the Southern States, the official accrediting agency for the southern region. In the following year a joint effort by the University, civic organizations, the city administration and the Louisville Board of Education resulted in enabling legislation to allow the city

authority to levy a tax of 3 mills on the dollar to support the University. In 1920 the millage tax was increased to 5 mills and the University was adequately financed for the first time in its existence.

During this amazing decade, there were two kinds of genius at work within the University. The first is best represented by the person of Dr. John Patterson who was appointed dean of the academic department in 1908 and chancellor of the University in 1922. He attracted men of outstanding ability to the University and he represented the classical standards of education. The second agent present is best seen in the work of President Arthur Ford. He was the first man to devote full time to the presidency of the University and his term of office reveals a very real instinct for the common interests of the University and the community. This can best be seen in the establishment, during the last year of his presidency, of the Speed Scientific School which most of you know is our school of engineering. In my opinion the presence of two men—one with academic genius and one with administrative gifts—at the same time and at the same place 50 years ago charted a course for the University of Louisville which continues to carry us toward the ideal set out by James Guthrie in 1837. Very fortunately the University had gained sufficient momentum to overcome a crucial episode which lay ahead.

In June, 1926, Arthur Ford died. Shortly before his death, the trustees amended the University's charter to remove the provision forbidding the use of fees from one department for the use of another department. Within a month former state Superintendent of Public Instruction George Colvin was selected as president of the University. In his first address to the faculty he raised questions about the tenure rights of the faculty; he also held opinions about the value of graduate education and research which caused even more controversy. In the spring of 1927 the entire faculty was sent one-year contracts. The faculties of liberal arts and Speed Scientific School requested a thorough and impartial investigation. The board of trustees responded with a statement that the controversy was settled, and that all members of the faculty who could not cooperate with the Board of Trustees and the president were to so indicate before June 10, 1927.

My purpose in relating this to you is not to attempt to unravel the complex issues which split the University, but instead to show that the University of Louisville, like any university, is a fragile and delicate institution which does not accommodate turmoil well. Controversies which can be tolerated in the board room of a great corporation or settled with relative ease

in the courts, can sometimes bring a university to the brink of disaster. The issues of the Colvin presidency are not especially relevant this evening, but the whole episode points up the fact that no university can function without trust and mutual respect among its students, its faculty, its administrators, and, yes, even its community. It makes little difference whether the issue happens to be tenure, student unrest or efforts to politicize the University. No solution which is adopted is the right one unless the institution is able to pursue its educational purposes without mistrust and antagonism.

In 1928 President Colvin died and Chancellor Patterson was appointed acting president in an effort to erase some of the scars of mistrust and antagonism which were still fresh. A year later the trustees found a new president for the University. Dr. Raymond A. Kent, Dean of the College of Liberal Arts of Northwestern University, was trained and experienced both as an educator and an administrator. His presidency brought academic stature to the University through stronger faculties, improved curricula and full accreditation for all schools. In addition, in 1936, the University of Louisville School of Music was established.

The more recent history of the University of Louisville is more accessible and familiar to most of us. For these reasons it is much more difficult to evaluate. I will, then, touch only briefly upon events which strike me as significant in recent years.

These events include the establishment of the Institute of Industrial research at the Speed School, the endowment of the Allen R. Hite Art Institute, the establishment of the International Center, the merger with the Jefferson School of Law in 1950, the integration of the University with the closing of Louisville Municipal College in 1951, the establishment of the School of Business, the unparalleled period of physical expansion since 1960, the establishment of the Urban Studies Center, the passage of University-related bond issues in 1952 and 1965, establishment of the School of Education and the School of Police Administration, the acquisition of the 254 acre Kentucky Southern Campus, the entry of the University into the state system of public higher education on July 1, 1970, and the opening of the new \$26 million Health Sciences Complex last year.

If the story of the University of Louisville were a mere chronology, it would be told by this summary. But, the story of the University is more than dates and events. In a very real sense the University's story is also the story of the city whose

name it carries. It is a story which can be told from a closer perspective.

Analysis of the 1970 census data shows that Louisville, Kentucky is one of a handful of geographic regions in this country undergoing tremendous growth. Even conservative estimates show this growth approaching a 50 per cent increase in population in the next 30 years. Now, we are not speaking of "The Population Explosion." In fact, we are talking about large numbers of people being drawn to this metropolitan area for a number of reasons. Why? Well, to put it succinctly, people simply want to live where the employment potential and salaries are highest, and where the cultural advantages and the modern physical comforts, social services and modern conveniences are most readily available. The University of Louisville has played a large part in helping Louisville to meet these criteria.

When you think of the cultural life of this community, you immediately think of the performing arts—of the Louisville Orchestra, the Kentucky Opera Society, the musical and dramatic activities of this city. And what would this cultural life be without the University of Louisville? Eighty per cent of the membership of the Louisville Orchestra—which has brought so much international attention to this city—is made up of faculty, students or alumni of the School of Music. The same can be said for 90 per cent of the membership of the Bach Society, and of the musicians and director of the Kentucky Opera Society. The University provides the facilities and much of the leadership of the Chamber Music Society, which brings the best musicians in the world to perform in Louisville. The music school also houses the Kentucky Dance Council and provides performances in our neighborhoods through live concerts in Louisville's branch libraries. But, perhaps more importantly, the music school provides a base of operation for men of international reputation. The performances throughout the world of such men as Lee Luvisi, Moritz Bomhard and Paul Kling carry a message about the cultural life in Louisville, Kentucky. In addition, the University has long been a focal point of Little Theatre activity in Louisville. The Theatre is only one way in which the College of Arts and Sciences of the University pervades many aspects of the cultural life of this community.

But there is another kind of culture that the University influences, and this culture does not have a "capital 'C'."

Faculty members of the Kent School of Social Work are on the boards of 16 social service agencies in the metropolitan area, and the alumni rolls of the school read like a Who's Who of Social Work in Kentucky. Of the 10 professional social workers

employed by the Louisville office of the Kentucky Department of Child Welfare, 100 per cent are Kent School graduates. Seventy-five per cent of the social workers at Bridgehaven are ours, 70 per cent at the Child Guidance Clinic, 100 per cent in the Louisville General Hospital psychiatric department, 50 per cent in the psychiatry department of Norton's Infirmary, 100 per cent at the Southern Indiana Mental Health Center, 90 per cent at Kentucky Children's Home and 100 per cent at the Louisville Board of Education. In addition, enormous sums are saved this community in welfare payments through the bail-bond project carried out by the School of Law.

Law school contributions to the life of this community go even deeper than the extremely large number of local practitioners it provides—90 per cent of the membership of the Louisville Bar Association are University of Louisville graduates. The city, the county and the state are indebted to the law school for leadership. Alumni of the school include the governor of this commonwealth, one of this state's two senators, two congressmen, three of the four county commissioners, including the county judge of Jefferson County, and the Mayor of Louisville. The master commissioner of Jefferson Circuit Court is an alumnus, as are eight of his deputies. The commonwealth's attorney and 10 of his assistants graduated from the law school, as did six judges and five prosecutors of Quarterly Court, as did four police judges and five of their prosecutors, as did the city law director and seven of his assistants.

If it sounds as if the University has devoted itself to training the city's elite, you might think again. How many of the alumni I just mentioned received their legal training at the evening division of the law school? And, how many shipping clerks, filling station attendants, housewives and laborers began and completed their work for degrees at University College in one of the 200 degree and certificate programs offered there and moved on to positions of greater responsibility? Twenty-six businesses paid tuition for their employees through University College last year, and more than half a dozen free college courses were offered around the city in the branch libraries. It is an educational system that allows everybody to get into the act. It makes Louisville a good place to live, a good place to grow and a good place to locate an office or plant.

But a congenial community doesn't attract industry if the skills are not there. In Louisville the skills are here, and two of the reasons are the School of Business and the Speed Scientific School. I have often said that it is virtually impossible to identify in this region a company or organization of any reasonable

size which does not have one or more of its principal executives whose training came from our School of Business. As for our Speed Scientific School, a total of 245 different Louisville companies have employed our engineers since the school was established. Today, 16 major companies depend upon 10 or more engineers educated at Speed School: General Electric has 69; American Air Filter, 25; Ford Motor Company, 24; Girdler Catalyst and Chemical, 40; Louisville Gas and Electric, 25; South Central Bell, 18; and Naval Ordnance, 53. One might ask where would many of these companies be without this highly skilled manpower? An answer might lie in the even more interesting question, where would Louisville be without some of these companies? Of course, industry is not the sole beneficiary of this high-value manpower tool. Students and faculty members at Speed donate their time to broadcast aldermanic meetings and high school athletic events to the community through the educational television channel. They are also making contributions in transportation, air pollution control and solid waste disposal problems which demand the attention of some of our nation's best brains.

Similar applications of brainpower are providing new knowledge and solving problems through our Graduate School. In the Water Resources Laboratory we are beginning to really understand the ecology of this region. In the Perceptual Alternatives Laboratory we are involved in finding ways to bring the blind and deaf back into the world you and I share. Our Performance Research Laboratory has a national reputation for its progress in studying just how much work people can perform under different circumstances. Our Community Development Institute is the largest such program in the nation, and our Art Therapy Program is one of only four in the nation. Men from our marble research team have been asked to travel to Italy next month in an effort to save some of the priceless statuary being threatened there by atmospheric attack. Last year we worked with 400 children in our Learning Disabilities Clinic, and we performed 600 patient hours of analysis and treatment in our psychology clinic. The activities are impressive in themselves, but the really impressive results will come when our students graduate and go out into the community.

As an illustration of what I mean, let me tell you about our Audiology Clinic. Last year we treated approximately 300 children in that clinic as part of our training program in audiology and speech pathology. But there are about 70,000 children in Kentucky in need of diagnosis and treatment of hearing and speech disorders. It would take us more than 230

years to see that many patients. But we will change this shameful picture by turning out trained professionals to practice in communities throughout Kentucky.

Last year 3,000 people were treated at the Dental Clinic of the School of Dentistry, and 4,000 patients benefitted from the 24-hour a day oral surgery service we maintain at Louisville General Hospital. Six hundred high-risk patients were treated by the Oral Cancer Project, and another 500 children from poverty families were treated when students and faculty members left the school to work in the East Louisville Dental Clinic.

What would this community do without the emergency service which the University operates at Louisville General Hospital? That service registered 66,151 patient visits last year. On a 24-hour day, seven day a week basis, that means they saw a patient every seven minutes. Here is a typical month's activities for the emergency room: its personnel will suture 650 lacerations, repair 150 fractures, treat 85 gunshot or stab wounds, treat 600 cases of respiratory and pulmonary infection, 200 cases of heart disease, 75 poisonings, 225 psychiatric problems, see 350 women who are having babies or complications of pregnancy, treat 75 cases of alcoholism and examine the bodies of the 25 or 30 persons who die on the way to the emergency room. What is the value of this service to the community? Physicians who operate fee-for-service emergency room services tell us that \$10 per patient visit is a conservative estimate. This means the service was worth \$671,710.

Let's figure some other dollar values for health services. Last year the medical clinic alone at Louisville General handled 2,483 in-patients and 27,534 out-patients. With additional special processes, at Blue Shield rates, we can say that the medical clinic provided the community with a total of \$662,062 in services.

A similar "minimum fee approach" to valuation produces additional dollar values. For diagnostic radiology, radiotherapy and nuclear medicine services administered through the Radiation Center, for laboratory procedures carried out by Louisville General Hospital clinical laboratories, for anesthesiology services and for anatomical pathology procedures, the total value was \$3,614,445.

But that is not all. Last year our obstetrics and gynecology personnel delivered 2,772 babies, consulted on 3,000 obstetrics admissions and 610 gynecological admissions, performed 638 surgical procedures, saw 16,000 out-patients, and treated 200 rape victims. The total value of these services was \$1,008,250.

Our ophthalmology department saw 7,412 patients, per-

formed 181 surgeries. Total value? \$114,870.

Our pediatric service also operates at Children's Hospital, which has a well deserved reputation for quality. We saw children from 92 Kentucky counties, 23 Indiana counties and seven states there. In addition, in our general pediatric medicine clinic we had 26,677 patient visits, 4,393 patients at the medical and surgical specialty clinic, 4,651 at the allergy clinic, 2,378 at the general surgery clinic, 947 at the heart clinic at Children's Hospital, and another 820 at clinics located at regional centers throughout the state. The total value of all the pediatric services we offered last year was \$1,075,000.

Last year we paid salaries totaling \$230,843 to provide psychiatric services. In addition our department of surgery performed 3,328 operations, saw 30,675 clinic visits and provided 2,416 consultations whose conservative value was \$902,703.

I have just described \$8,279,883 in medical services, which the University provides this community, in an attempt to stress the tremendous value of this institution to this community. But the value is more than dollars and cents, it is often a matter of human lives. The best example I can think of is the cytology project of our department of pathology. In the past fifteen years our pathology staff has donated half a million dollars worth of service in controlling uterine cancer in the female population of Louisville. The project has generated over \$1,000,000 in money from outside sources. But most important a total of 3,723 cancers were actually detected, and the death rates from cervix cancer in Jefferson County dropped from 23.7 per 100,000 population in 1953 to 10.8 in 1967. There were no significant decreases in the death rate in other counties. It was registered only in the metropolitan area where the University pathologists pursued the cytology project.

But the University's contributions have meant more than culture, more than social service, more than criminal and civil justice, more than political leadership, more than industrial growth, more than business and commercial opportunity, and even more than the physical health of this community. In many, many respects, the University of Louisville has set the very tone and timbre of this community. It has helped make Louisville attractive, it has produced those good teachers, lively artists, and those concerned citizens in whom this nation's founders placed their faith.

The relationships I have described are more than a record of accomplishment for the city and the University, they form a foundation on which the future of this city, region and commonwealth will continue to grow. As we continue our growth,

it is essential that we have a vast reservoir of highly educated and skilled young men and women available in all the learned professions. Such a reservoir will act as a magnet to draw more technology-based industries to join those already sophisticated enterprises which we now have. It is the new technology, the new business methods, and the imaginative social engineering which will be most influential in sustaining the larger population—and the even higher standard of living which awaits us. More technology and more people also mean a greater challenge to this community and this state in such areas as the environment, transportation, and all of those people-to-people problems which we already associate with urban life. These challenges will be met through the cooperation of all segments of our society, enlightened and guided by that vast reservoir of educated and dedicated young people generated by a modern university whose prime focus is upon this community.

Our accomplishments in the Louisville area will have far-reaching effects for the state of Kentucky at large. Not only is this community likely to continue in its role of the state's "bread winner"—today 50 per cent of the gross state product is produced in the Louisville Metropolitan area—but it will also continue as the state's leader in urban growth and innovation. This second role will be valuable to the development of Kentucky's other urban centers, and for the future development of the University.

The University of Louisville continues in the mainstream of American higher education. In recent years a number of municipal and private urban institutions have become state schools, partly as a result of the dwindling resources of and the growing financial demands upon our cities, partly as a result of increased costs of higher education, but mostly, I believe, because our needs for higher education are changing. Our nation is no longer a rural country dotted with the great cities which produced the strong municipal universities such as the University of Louisville. Today we speak of urban centers. Higher education in a state such as Kentucky with several emerging urban areas needs a university like the University of Louisville to round out its system of higher education.

When the University of Louisville joined the state system, we came full circle from a state seminary in 1798, through 19th Century frustrations, to become a major municipal university. Now we are the urban university in a much more diversified state system of public higher education. We have come a long way and so has higher education in Kentucky.

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THE NEWCOMEN SOCIETY

in North America

In April 1923, the late L. F. Loree (1858-1940) of New York, then dean of American railroad presidents, established a group now known as "American Newcomen" and interested in Material History, as distinguished from political history. Its objectives center in the beginnings, growth, development, contributions, and influence of Industry, Transportation, Communication, the Utilities, Mining, Agriculture, Banking, Finance, Economics, Insurance, Education, Invention, and the Law—these and correlated historical fields. In short, the background of those factors which have contributed or are contributing to the progress of Mankind.

The Newcomen Society in North America is a non-profit membership corporation chartered in 1961 under the Charitable Law of the State of Maine, with headquarters on North Ship Road, Uwchlan Township, Chester County, Pennsylvania, some five miles east of Downingtown, Pennsylvania, and 32 miles west of the City of Philadelphia. Here also is located The Thomas Newcomen Memorial Library in Business History, a reference collection, including microfilm, open to the public for research and dealing with the subjects to which the Society devotes attention.

Meetings are held throughout the United States of America and across Canada at which Newcomen Addresses are presented by leaders in their respective fields. The approach in most cases has been a life-story of corporate organizations, interpreted through the ambitions, the successes and failures, and the ultimate achievements of those pioneers whose efforts laid the foundations of the particular enterprise.

The Society's name perpetuates the life and work of Thomas Newcomen (1663-1729), the British pioneer, whose valuable contributions in improvements to the newly invented Steam Engine brought him lasting fame in the field of the Mechanic Arts. The Newcomen Engines, whose period of use was from 1712 to 1775, paved a way for the Industrial Revolution. Newcomen's inventive genius preceded by more than 50 years the brilliant work in Steam by the world-famous James Watt.

The Newcomen Society in North America is affiliated with The Newcomen Society for the Study of the History of Engineering and Technology, with offices at The Science Museum, South Kensington, London, SW. 7, England. The Society is also associated in union with the Royal Society for the Encouragement of Arts, Manufactures and Commerce, whose offices are at 6 John Adam Street, London, W.C. 2, England.

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